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ABSTRACT

A study investigated the extra-curricular use of French and English by 289 anglophone and ethnic minority fifth and sixth grade students in Montreal. The students were divided into three groups: (1) French sector children in regular French classes; (2) French sector children who were recent immigrants and enrolled in a 10-month familiarization program ("accueil"); and (3) English sector children whose instructional time was divided between French (40%) and English (60%). Results of student diaries and a survey indicate that: (1) the first two groups of students used French significantly more often than the immersion students; (2) the first group's students who spoke English spoke French less often than those who did not speak English; (3) within the first group, students from English-speaking countries used French the least frequently and those from Central Europe or the Middle East used French the most frequently; (4) immersion students used English more often than the regular French program students; (5) the majority of ethnic minority students maintained their language of origin; and (6) where the language of origin was not maintained, English was the language most frequently used. The findings are discussed in terms of a number of ethnolinguistic factors and differences between the all-French and immersion programs. (Author/MSE)

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A COMPARATIVE STUDY OF THE EXTRA-CURRICULAR USE OF FRENCH AND ENGLISH BY ANGLOPHONE AND ETHNIC MINORITY STUDENTS SCHOOLED IN FRENCH

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Résumé

Le but de cette étude était d'examiner l'usage du français et de l'anglais par différents groupes d'élèves non-francophones en dehors de la salle de classe. Deux cents quatre vingt neuf élèves de 5e et 6e années ont pris part à ce projet. Les élèves étaient soit anglophones, soit d'origines ethniques diverses. Ils étaient groupés suivant les programmes auxquels ils participaient. Il y avait trois groupes: (1) un groupe d'élèves du programme régulier dans le secteur français de la CEPGM (groupe FR), (2) un groupe d'élèves en classes d'accueil (groupe AC) et (3) un groupe d'élèves en immersion (groupe IM). Les informations ont été obtenues à l'aide d'un questionnaire et d'un journal personnel. L'administration du questionnaire s'est effectuée en classe et le journal personnel a été envoyé à la maison à deux reprises.

Les résultats indiquent que (1) les élèves des groupes AC et FR utilisaient le français beaucoup plus souvent que les élèves du groupe IM; (2) les élèves du groupe FR qui savaient parler anglais utilisaient le français beaucoup moins souvent en dehors de la salle de classe que ceux qui ne savaient pas parler l'anglais; (3) les élèves du groupe FR originaires d'un pays anglophone utilisaient le français moins souvent que les autres, par contre, ceux dont le pays d'origine se situait en Europe Centrale ou au Moyen-Orient utilisaient le français le plus fréquemment; (4) les élèves du groupe IM utilisaient l'anglais plus souvent que les élèves du groupe FR et ces derniers ont indiqué un usage

plus fréquent de l'anglais que les élèves du groupe AC; (5) la majorité des élèves dont le pays d'origine n'était pas le Canada conservaient l'usage de leur langue d'origine à la maison; (6) dans le cas où la langue d'origine n'était pas maintenue, l'anglais était la langue la plus utilisée.

Les résultats sont discutés en fonction d'un nombre de facteurs ethno-linguistiques et en fonction des différences qui existent entre les programmes AC et FR, d'une part, et le programme IM, de l'autre.

Summary

The purpose of the present study was to investigate the extra-curricular use of French and English by ethnic minority and anglophone students. Two hundred eighty-nine students in grades 5 and 6 took part in the study. The students were grouped according to the different French programs in which they were studying. There were three groups: (1) a group of students from the regular program of the French sector (FR group), (2) a group of students from accueil classes (AC group) and (3) a group of students from an immersion program (IM group). Information was collected through a questionnaire and a diary form. The questionnaire was administered in class and the diary form was sent home on two occasions.

The results of the study indicate that (1) the FR and AC students used French significantly more often than the IM students; (2) the FR students who spoke English used French less frequently outside the classroom than the FR students who did not speak English; (3) within the FR group, students who came from English speaking countries used French least frequently and students who came from Central Europe or the Middle East used French most frequently; (4) the IM students used English significantly more often than the FR students, who used it significantly more often than the AC students; (5) the majority of ethnic minority students maintained their language of origin; (6) where the language of origin was not maintained, English

was the language most frequently used.

The findings of this study are discussed in terms of a number of ethno-linguistic factors and differences between the "all French" programs and the immersion program.

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In recent years, the number of schools in the French sector of the Protestant School Board of Greater Montreal (P.S.B.G.M.) has increased considerably. At the same time there has been little growth in the number of francophone students in this sector. In fact, francophone students constitute often a minority within the French language schools. Who, then, are the majority of the students enrolled in the French sector? Most of them are students who under Bill 101 are not allowed to attend English language schools. Some of these students are recent immigrants who often spoke neither French nor English upon their arrival in Canada. Others are students of ethnic minorities who had started their schooling at the P.S.B.G.M. in English, but who were transferred to the French sector when Bill 101 went into effect.

In order to enable students who are not native French speakers to follow an academic curriculum in French special intensive French language programs (accueil classes) have been developed for all age levels. The program lasts ten months and is offered to new immigrants as well as to students from ethnic minority groups who have lived here for many years. At the end of the ten-month period, students attend regular French language classes at the grade level appropriate to their age.

Research into the acquisition of French by non-francophone students in the French sector reveals that even after two years in the regular program, French proficiency is still not native-like, especially

in skills pertaining to oral production (Adiv, 1982). One possible reason for this relatively slow development of the oral skills may be that the non-francophone students do not speak French very often once they leave the school grounds. Previous studies (Genesee, 1978; Genesee and Adiv, 1980) have shown that native English speakers studying in immersion programs make little use of their French skills outside the classroom. It must, however, be borne in mind that these students live in predominantly English neighbourhoods and that even the school environment outside the classroom does not necessarily provide a French milieu since immersion classes are often located in a regular English school.

The students in the French sector of the P.S.B.G.M., on the other hand, live in neighbourhoods which are linguistically more heterogenous. Moreover, here the school provides a genuinely French environment even if the number of francophone students within the school is limited. Finally, most of these students are not native English speakers. The question arises as to whether these variables affect the extent to which French and English are used in day-to-day situations outside school.

The purpose of the study was twofold:

(1) To compare the extra-curricular use of both French and English of non-francophone students in the French sector of the P.S.B.G.M. to that of anglophone students in immersion schools.

(2) To assess whether, among the non-francophone students, the students

who speak English use French less frequently outside the school than those who do not speak English.

Method

The Samples

Three groups of students from grades 5 and 6 participated in this study. The students in two of the groups were enrolled in the French sector of the P.S.B.G.M. and the students in the third group attended a French immersion program in the English sector. None of the students spoke French as their mother tongue. Each group is briefly described below (for a summary of the exact sample sizes see Table 1A).

The first group consisted of students studying in a regular French program (hereafter FR group). Many of the students in this group had started their education in English and all of them had attended an accueil class prior to entering the regular French program. At the time the present study was conducted, most of these students had been in the regular program for at least two years.

The second group consisted of students who were mostly recent immigrants and who were just completing their accueil program (hereafter AC group). These students were naturally much less proficient in French than the students in the FR group.

The third group was a group of immersion students (hereafter IM group). All the students in this group had received practically all their schooling from kindergarten to grade 2 in French. In grade 3,

they had received 60% of their instruction in French and 40% in English. From grade 4 onwards, 40% of the instructional time was devoted to French and 60% to English. Practically none of the students in this group spoke a language other than French and English.

In order to have as broad a representation as possible of the non-francophone population in the French sector, schools from different areas of the island of Montreal were chosen for this project (for a complete listing of the participating schools see Table 18). From a linguistic perspective, the neighbourhoods were either predominantly English or multilingual. From a socio-economic perspective, the students came from mainly middle to lower middle income families.

The immersion schools, on the other hand, were situated in predominantly English-speaking neighbourhoods and the students in all but one of the schools came from middle to upper-middle class homes.

It should be noted that one of the schools operated both an immersion program and a regular French program. The school was situated in a mainly English-speaking area and the students in both programs came from middle to upper middle class homes.

The Instrument

Information pertaining to the students' extra-curricular use of French and English was collected in two ways: (1) a questionnaire and (2) a diary system.

The questionnaire consisted of three parts. In Part I, the

students were asked to indicate what languages they spoke most frequently at home, where they were born and, if they were not born in Canada, how many years they had been in the country. Information regarding their parents' home country was also requested. In Part II, the students were asked to rate on a five-step scale how often they used French (1) when communicating with various people such as friends, sales people, bus drivers, strangers in the street and (2) when engaging in leisure activities such as watching television, listening to the radio and reading books or magazines. The five steps on the scale ranged from "always" to "never". The students were also asked to indicate, on a similar type of scale, whether they enjoyed speaking French and how comfortable they felt in doing so. Part III elicited the same kind of information as Part II but referred to the use of English.

The diary consisted of a form listing twelve activities such as watching television, doing homework, meeting friends, shopping, engaging in sports, etc. The students had to indicate on the form which of these activities they had engaged in during a specified time period and what language they had used for each activity.

Procedure

Both the questionnaire and the diary were anonymous. The questionnaire was administered in class and the diary was sent home on two occasions once on a weekday and once on a Friday.

The language used in both forms was French. Since this could

pose a problem, especially for students in the accueil classes, the person who administered the questionnaire read aloud each item on that form and gave additional information where necessary. To ensure that the students understood the use of the five-step scale, Part II of the questionnaire was preceeded by an example.

Upon completion of the questionnaire, the diary forms were distributed and detailed explanations for their use were given. The students were asked to return the forms the following school-day. A member of the research team collected the forms the next morning and returned to each school a few days later to distribute the second batch of forms for completion over the week-end. These forms were collected immediately after the week-end. All the forms were administered during the month of April. Care was taken not to send the diaries home on a long week-end so that the time factor would be the same for all students.

Results

I - Background Information

The data pertaining to the linguistic background of the students reveals that more than half (52%) of the students in the FR group were native Greek speakers. Another 18% spoke English as their mother tongue and 29% came from various other linguistic backgrounds. Only 10% of the FR students spoke Far Eastern languages (Vietnamese, Chinese, etc.). In contrast, 27% of the AC group spoke a Far Eastern language as their

mother tongue and only 18% were native Greek speakers. These figures seem to reflect the increased influx of immigrants from the Far East in recent years. The data also show that 23% of the AC students, and a full 96% of the IM students were native English speakers (for further details see Table 2).

With regard to country of origin, the survey shows that 56% of the FR group and 25% of the AC group were Canadian born. Moreover, among the FR students not born in Canada, 45% had lived in the country for at least three years and another 36% had settled here over seven years ago. In contrast, most of the AC students (87%) had been in the country for less than two years. Thus, even though almost half of the FR students were not Canadian born, they were "old timers" by comparison to most of the AC students.

In order to assess the extent to which FR students maintained their language of origin, a comparison was made between the parents' country of birth and the language the students spoke most often at home. The results indicate that 89% of the FR students whose parents came from Greece and 92% of FR students whose parents came from the Far East gave their language of origin as the one they used most frequently at home. On the other hand, the mother tongue seems to be less strongly maintained (70%) when the parents come from various other countries (Middle East or Central Europe, for instance). It is possible that the larger numbers of Greek and Far Eastern settlers contributed to the establishment of ethnic communities where the language of origin is used not only in the home but also in the neighbourhood itself.

Interestingly, in all cases where the language of origin was not the students' main language, English was indicated as the language they spoke most frequently at home.

II - The Questionnaire

For the analysis of the questionnaire, the five steps on the rating scale were assigned values ranging from 5 (always) to 1 (never) and a one-way analysis of variance was performed to determine whether the groups differed significantly from one another. Separate analyses were carried out for each item (Table 3 - 7).

Use of French in Interpersonal Contacts

In this part of the study, there were no significant differences between the FR and the AC groups on any of the items (Table 3A). Moreover, on most of the items, the estimated frequency of use on the five-point scale ranged between 2.8 and 3.5. In contrast, the IM group used French less often, particularly by comparison to the FR group (values ranged from 2.36 to 3.12). In fact, the only items on which the IM group did not differ significantly from the FR group were family and sales people. The difference between the AC group and the IM group was less pronounced. There were, however, three contexts (contacts with friends, strangers and drivers) in which the IM students used French significantly less often than the AC students. It is noteworthy that the three groups did not differ significantly from one another in the extent to which they interacted with sales people

in French and they did so more often than with most other people (AC, $\bar{X}$ = 3.27; FR, $\bar{X}$ = 3.34 and IM, $\bar{X}$ = 3.12). On the other hand, interactions in French were least frequent with other members of the family. Here again, there were no significant differences among the groups (AC, $\bar{X}$ = 2.39; FR, $\bar{X}$ = 2.11 and IM, $\bar{X}$ = 2.36).

Use of French for Leisure Time Activities

For two types of leisure activity, namely television and radio, the AC group used the French media significantly more often than the FR group. On the other hand, the AC students went to French movies must less frequently ($\bar{X}$= 1.82) than the FR students ($\bar{X}$ = 2.30). In fact, the AC group did not differ significantly from the IM group ($\bar{X}$ = 1.55) on this item. However, on all the other items, the IM group used French significantly less often than the two other groups (for details see Table 3A).

Use of French by Others

This section refers to the extent to which French is used in the students' milieu outside the school. First, the students were asked to indicate how proficient they felt their parents were in French and, second, they had to estimate how frequently French was spoken in their neighbourhood. The results show that the parents of the IM students were considered significantly more fluent in French than the parents of the FR and AC students. In a similar vein, French seems to be spoken more often in the neighbourhoods where the IM students lived than in the neighbourhoods where the FR and the AC students lived (Table 3B).

Attitudes and Estimated Proficiency in French

In this part, the students had to indicate how much they liked to speak French, how confident they felt about using the language and how proficient they thought they were. In response to the first point, the IM group was significantly less positive than the other two groups. Not surprisingly, both the IM students and the FR students, all of whom had been in a French program for several years, felt more confident and more proficient in French than the AC students. What is perhaps surprising is that there were no significant differences between the IM group and the FR group on the latter two items (see Table 3 for details).

The Influence of Knowing English

In order to assess the extent to which the students' knowledge of English influenced the use of French outside the classroom, the AC and FR groups were further subdivided according to whether English was indicated as one of the languages the students spoke fluently. The results show that this factor had a significant influence on all interpersonal contacts except interactions with friends and family members (Table 4A). Moreover, students who spoke English used French television and radio channels significantly less frequently than students who did not speak English. The findings also show that the mothers of English-speaking students spoke French less fluently than the mothers of students in the non-English speaking group and that French was spoken less frequently in the neighbourhoods in which the

English-speaking students lived (Table 4B). Interestingly, the students who knew English seemed to feel more comfortable about using French than those who didn't know English (Table 4C).

Use of French by FR and IM Students within the Same School

In order to reduce as much as possible the influence of variables such as the ethno-linguistic features of the neighbourhood and the socio-economic factor, a separate analysis was performed on the use of French by FR students studying in the same school.

The results indicate that, here again, the FR students tended to use French more frequently than the IM students (Table 5A). However, there were only few significant differences (contacts with friends, strangers and drivers; watching television and going to French movies). There were also no significant differences between the groups in the parents' proficiency in French (Table 5B), in the students' attitude toward French and in their knowledge of the language (Table 5C).

Use of French by Different Language Groups

To further assess patterns of French usage within the FR group, the data obtained from this group was reanalyzed based on the four major language groupings indicated on Table 2 (English, Greek, Far Eastern languages and Other). The results indicate the FR students whose main language was English tended to use French less often than the other groups, particularly in their interpersonal contacts with

strangers, sales people and in restaurants (Table 6A). On the other hand, the "Other languages" group (students of European and Middle Eastern origin) tended to use French more often than the three remaining groups particularly with other members of the family and in watching television or listening to the radio. The results also show that based on the amount of French used, the four groups could be ranked in increasing order as follows: (1) English, (2) Greek, (3) Far Eastern languages and (4) Other languages.

The findings pertaining to the use of French by others outside school also show that French is spoken significantly better by the parents of the "Other Languages" group (Father, $\bar{X}$ = 3.47; Mother, $\bar{X}$ = 3.40 as against means ranging from 2.43 to 1.75 for the other groups). Furthermore, the students in both the "Other languages" group ($\bar{X}$ = 3.50) and the Far Eastern languages group ($\bar{X}$ = 3.00) lived in neighbourhoods where French was used more often than those where the Greek students ($\bar{X}$ = 2.13) and the English students ($\bar{X}$ = 2.00) lived.

The results also indicate that the students who spoke English as their main language showed least preference for speaking French (English, $\bar{X}$ = 3.42; Greek, $\bar{X}$ = 4.46; Far Eastern languages, $\bar{X}$ = 4.50; Other languages, $\bar{X}$ = 4.40) in spite of the fact that they did not differ significantly from the others in terms of fluency (Table 6C).

Use of English

The results of this part of the study are summarized in Table 7A, 7B and 7 The overall pattern that emerges here is that the

IM students used English significantly more often (means on the five-point scale ranged from 3.55 to 4.76) than the FR students (from 3.14 to 4.10) who, in turn, used it significantly more often than the AC students (from 2.48 to 3.68). Only in three instances (contact with strangers, sales people and drivers) was the difference between the FR group and the IM group not significant (Table 7A). The results also show that English was spoken more frequently in the neighbourhoods where the students in the FR and IM groups lived ($\bar{X}$ = 4.12 and 4.07, respectively) than in those where the AC students lived ($\bar{X}$ = 3.68).

Finally, all three groups were very positive in their attitudes towards using English although, here too, the IM students' ratings were significantly higher ($\bar{X}$ = 4.92) than those of the two other groups (FR, $\bar{X}$ = 4.43; AC, $\bar{X}$ = 4.32). It is noteworthy that the FR students did not show greater preference than the AC students for speaking English even though the former group ($\bar{X}$ = 4.21) seems to have been more fluent in the language than the latter group ($\bar{X}$ = 3.66).

III - The Diaries

As noted above, the diaries were sent home on two occasions. A survey of the number of diaries returned indicates that more than half the students returned the diaries on both occasions. Furthermore, 91% of the AC students, 85% of the FR students and 88% of the IM students returned at least one diary. Since the pattern of language use did not differ according to whether the diaries were completed on a weekday or over a weekend, the data obtained on the two occasions were combined. The results thus obtained are presented in Tables 8

and 9.

Table 8 indicates the percentage of students in each program who used either French or English or both languages to perform a given activity. The overall picture that emerges here is that the percentage of students using only French was highest among the AC students. On the other hand, the proportion of students using only English was highest among the IM students.

The FR group's pattern of language use shows a greater use of English than the AC group's and a more frequent use of French than that of the IM group. Differences between the AC and the FR students, on the one hand, and the IM students, on the other, were most pronounced for homework and reading. Ninety-seven percent of the AC students and 88% of the FR students reported doing all their homework in French, whereas the majority of IM students (76%) did their homework in both languages. Similarly, the majority of AC students (69%) and more than half of the FR students (56%) reported reading only in French while most of the IM students (82%) indicated that they read only in English. Interestingly, activities were more often performed in only one language than in the two languages. However, in the case of television, more than half of AC students (62%) and the FR students (52%) indicated that they watched programs in both languages. Finally, a high percentage of students in all three groups indicated using only English when listening to the radio (AC = 31%, FR = 55%, IM = 91%) and to records (AC = 50%, FR = 62%, IM = 89%) or when going to the movies (AC = 45%, FR = 55%, IM = 94%).

The use of a language other than French or English is indicated in Table 9. Not surprisingly, the IM students, most of whom came from either monolingual English or bilingual English/French homes, practically never reported using a third language. In contrast, both the AC and the FR students reported some use of a third language for all activities. The percentage of students was highest for organized group activities such as music/dance groups (AC = 67%; FR = 45%), workshops (AC = 20%; FR = 65%) and clubs (AC = 40%, FR = 62%). The results show that the FR group used the third language more often than the AC group in interpersonal contacts such as shopping (FR = 37%; AC = 12%) and in homework (FR = 17%; AC = 5%).

Summary and Discussion

The findings of this study can be summarized as follows:

(1) The AC and the FR group used French significantly more than the IM group in all extra-curricular activities. The AC group also reported more use of French than the FR group in their diaries. However, on the rating scales, the difference between these two groups was only significant for television and radio.

(2) AC and FR students who spoke English used French less frequently in their extra-curricular activities than AC and FR students who did not know English.

(3) There were fewer significant differences between IM and FR students' use of French when both groups lived in the same neighbourhood than

when they belonged to different neighbourhoods.

(4) Within the FR group, the use of French differed depending on the students' language of origin. Based on the amount of French used, the subgroups can be ranked in increasing order as follows: (a) language of origin English, (b) language of origin Greek, (c) language of origin a Far Eastern one and (d) language of origin a Central European or Middle Eastern language.

(5) The IM group used English more often than the FR group who, in turn, used it more often than the AC group. Practically all of these between-group differences were significant.

(6) The majority of students belonging to different ethnic communities maintained their language of origin irrespective of the amount of time they had been in Canada. Where the language of origin was not maintained, English became the main language.

The major pattern that emerges from the present study is that French was used much more frequently by the AC and FR students than by the IM students. On the other hand, English was used most frequently by the IM students and least frequently by the AC students. These findings seem to reflect to some extent, the linguistic reality in which the students of the three groups live. The influence of a full French program within a totally French school environment is particularly strong with regard to interpersonal contacts, not only with strangers, but also with friends. It is also reflected in the AC and FR students' reading patterns which show a distinct preference for

French over English. Nevertheless, neither the AC nor the FR group reported a very frequent use of French, except in the case of the FR students of Central European or Asian origin. Yet, both groups were very positive in their attitudes towards French. For the AC students, the reason may lie in their limited knowledge of French. In fact, the AC group rated itself significantly less comfortable in using the language than the FR group. However, the latter group's limited use of French cannot be explained on this basis since the students in the FR group rated themselves as very fluent in the language. It is here that the influence of the neighbourhood and the knowledge of other languages becomes evident. If the neighbourhood is not predominantly French, there is not much pressure to use the language outside the school, especially when one knows English. Indeed, the students' own assessment that French was not frequently spoken in the neighbourhood, suggests that this context is not perceived as one where one would feel compelled to speak French.

Another factor which may help to explain why the FR students and possibly the AC students do not use French more frequently, is the knowledge of a third language, the language of origin. As indicated in the diaries, AC and FR students used the language of origin in a large variety of activities, In particular, it was noted that the percentage of students using the language in organized group activities was very high. This finding suggests that there is a joint effort within certain ethnic communities to provide mother tongue maintenance programs. This notion seems supported by the AC and FR students'

diary reports with regard to homework in the language of origin. Interestingly, the percentage of students performing an activity in the language of origin is generally greater in the FR group than in the AC group. This may reflect the fact that slightly more than half of the students in the FR group belonged to the Greek community which has a well organized network of afternoon and Sunday school programs (Carroll, 1977). Moreover, as noted above, in large ethnic communities the language of origin may be spoken not only in the home, but also in the street. The finding that 37% of the FR students indicated using the language of origin while shopping suggests that this tradition is still maintained by the younger generation.

It is interesting that when mother tongue maintenance is less pronounced, as was noted here with reference to students coming from predominantly Central European and Middle Eastern homes, the use of French seems to be more extensive even within the home. It must, however, be borne in mind that the parents of the students in this group were significantly more fluent in French than those of the students belonging to other linguistic groups. It is possible that here the entire family reverted more often to French.

With respect to the IM group, the findings of this study seem to support the previous ones (Genesee, 1978; Genesee and Adiv, 1980) namely that immersion students make relatively infrequent use of French outside the classroom. The only exception to this pattern is the frequency with which they communicated in French with sales

people. It is possible that the use of French in this context is motivated by the IM students' perception that French is used quite frequently in their neighbourhood and their willingness to respond in French in such situations (Genesee and Adiv, 1980).

It is also noteworthy that the IM students perceived themselves as fluent in French and reported that their parents knew French quite well. Nevertheless, these factors do not seem to influence their use of French. On the other hand, the bilingual nature of the program itself must be taken into consideration. In contrast to the AC and the FR students who function almost exclusively in French in the classroom, the IM students function partially in English and partially in French. This situation is clearly reflected in the diary reports where the majority of IM students indicated doing homework in both languages while most of the AC and the FR students did not do any English homework. However, there seem to be additional factors which contributed to the differences between the IM students and the AC or FR students. This is illustrated by the finding that when IM and FR students studied in the same school, the differences between them were less pronounced. Although these results must be accepted cautiously because of the small number of students involved, the findings are very interesting and merit further investigation.

Another area which should be explored in greater detail is the extent to which ethnic minority students who do not speak English upon their arrival in Canada, become fluent in the language after

a number of years in the country. The positive attitude of the AC students to English and their relatively frequent use of certain types of English media suggest that even students who know little or no English are eager to use the language. The finding that students who do not maintain their language or origin switch to English as their main language seems particularly relevant here. A question that arises is whether such students develop English fluency more rapidly in predominantly English speaking neighbourhoods than in linguistically heterogeneous neighbourhoods.

In conclusion, this study seems to show that by comparison to the immersion program, the accueil and regular French programs promote a more frequent use of French in all spheres of extra-curricular activities. However, the extent to which the language is used outside the classroom appears to be largely determined by extraneous factors. Two such factors were noted to be relevant for the population surveyed: (1) knowledge of English, and (2) mother tongue maintenance. The influence of these factors depends, in turn, on the ethno-linguistic characteristics of a given neighbourhood.

The study also shows that the ethnic minority students in the French sector of the P.S.B.G.M. use English quite frequently, particularly the students who have grown up here. In fact, these students' positive attitudes to French and English and their estimated proficiency in the two languages suggest that many of them function with equal ease in both languages.

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Table 1A

Sample Sizes

Regular French program group (FR)	103
Accueil program group (AC)	44
Immersion program group (IM)	142

Table 1B

Participating Schools

FR Program	AC Program	IM Program
Algonquin	Algonquin	Cecil Newman
Barclay	Van Horne	Dunrae Gardens
Edouard VII		Westminster
Westminster		
Van Horne		

Table 2

Percentage Breakdown of the Languages Spoken Most Often at Home

	FR	AC	IM
English	18	23	96
Greek	52	18	1
Far East Languages	10	27	0
Other	19	32	2
Total	99[a]	100	99[a]

[a]Percentages are rounded off and therefore do not always total 100.

Table 3A

Extra-Curricular Use of French
According to Group Membership[a]

	AC	FR	IM	F ratio	df
(1) Interpersonal contacts					
- with friends	3.18	3.49	2.38	31.19***	2,286
- with family	2.39	2.11	2.36	2.15	2,286
- with strangers	3.11	3.18	2.61	7.48***	2,286
- with sales people	3.27	3.34	3.12	1.16	2,285
- with drivers	3.14	3.21	2.62	6.76**	2,285
- in restaurants	3.75	3.07	2.39	9.22***	2,286
- on the telephone	2.95	3.18	2.60	6.36**	2,285
(2) Types of media					
- television	3.50	3.16	2.39	30.95***	2,286
- radio	2.86	2.47	1.80	17.66***	2,286
- reading	3.36	3.65	2.68	23.36***	2,286
- movies	1.82	2.30	1.55	16.04***	2,286

Table 3B

Use of French by Others Outside School[a]

	AC	FR	IM	F ratio	df
- proficiency of father	2.67	2.59	3.41	12.31***	2,281
- proficiency of mother	2.39	2.19	3.06	14.04***	2,284
- degree of frequency in neighbourhood	2.75	2.46	3.18	10.36***	2,285

Table 3C

Attitudes and Estimated Proficiency in French[a]

	AC	FR	IM	F ratio	df
- likes to speak French	4.18	4.26	3.80	6.71**	2,286
- degree of comfort	3.66	4.15	3.96	5.05**	2,286
- degree of fluency	3.38	4.00	4.01	9.65***	2,284

** $p < .01$
*** $p < .001$

[a]Scores joined by a line differ significantly from one another according to the Newman-Keuls Multiple Comparison Test.

Table 4A

Extra-Curricular Use of French
According to Whether English is Spoken or Not[a]

	English	No English	t	df
(1) Interpersonal contacts				
- with friends	2.31	3.70	1.70	145
- with family	2.15	2.33	0.86	145
- with strangers	2.99	3.76	3.38***	145
- with sales people	3.15	4.00	3.66***	145
- with drivers	2.95	4.12	4.66***	145
- in restaurants	2.79	3.61	3.19**	145
- on the telephone	2.95	3.76	3.10**	145
(2) Types of media				
- television	3.14	3.70	2.74**	145
- radio	2.34	3.42	4.19***	145
- reading	3.51	3.76	1.13	145
- movies	2.09	2.39	1.26	145

Table 4B

Use of French by Others Outside School[a]

	English	No English	t	df
- proficiency of father	2.57	3.09	1.84	145
- proficiency of mother	2.14	2.85	2.58*	145
- degree of frequency in neighbourhood	2.42	3.09	2.64**	145

Table 4C

Attitudes and Estimated Proficiency in French[a]

	English	No English	t	df
- likes to speak French	4.21	4.33	0.59	145
- degree of comfort	4.11	3.64	2.45*	145
- degree of fluency	3.91	3.64	1.37	145

* $p < .05$
** $p < .01$
*** $p < .001$

[a]AC and FR groups are pooled together. IM group is excluded.

Table 5A

Extra-Curricular Use of French by
FR and IM Students Within the Same School

	FR	IM	t	df
(1) Interpersonal contacts				
- with friends	3.42	1.83	5.02***	40
- with family	2.32	2.13	0.76	40
- with strangers	2.53	1.61	3.11**	40
- with sales people	3.26	2.83	1.27	40
- with drivers	3.16	1.96	3.81***	40
- in restaurants	2.47	1.65	2.28	40
- on the telephone	2.79	2.26	1.37	40
(2) Types of media				
- television	2.95	2.04	2.78**	40
- radio	2.53	2.00	1.36	40
- reading	3.00	2.74	0.82	40
- movies	1.89	1.13	2.93**	40

Table 5B

Use of French by Others Outside School

	FR	IM	t	df
- proficiency of father	3.16	3.57	0.91	40
- proficiency of mother	2.84	3.00	0.40	40
- degree of frequency in neighbourhood	2.89	2.57	0.92	40

Table 5C

Attitudes and Estimated Proficiency in French[a]

	FR	IM	t	df
- likes to speak French	3.89	3.43	1.33	40
- degree of comfort	3.56	4.04	1.59	40
- degree of fluency	3.63	4.17	1.60	40

** $p < .01$
*** $p < .001$

Table 6A

Extra-Curricular Use of French in FR Group
According to Mother Tongue[a]

	English	Greek	Far-East	Other	F ratio	df
(1) Interpersonal contacts						
- with friends	2.89	3.44	4.30	3.75	3.61*	3,99
- with family	1.79	2.02	1.80	2.20	4.68**	3,99
- with strangers	2.37	3.17	3.60	3.80	6.07**	3,99
- with sales people	3.11	3.06	4.10	3.95	4.86**	3,98
- with drivers	2.79	3.04	3.50	3.95	3.63*	3,99
- in restaurants	1.95	3.04	3.60	3.95	9.55***	3,99
- on the telephone	3.00	2.96	3.40	3.80	2.01	3,98
(2) Types of media						
- television	2.58	3.15	3.00	3.85	5.57**	3,99
- radio	1.89	2.20	3.20	3.35	5.84**	3,99
- reading	3.00	3.80	3.50	3.95	3.03*	3,99
- movies	1.37	2.31	2.50	3.05	6.66***	3,99

Table 6B

Use of French by Others Outside School[a]

	English	Greek	Far-East	Other	F ratio	df
- proficiency of father	2.32	2.43	2.33	3.47	4.42***	3,97
- proficiency of mother	2.26	1.78	1.75	3.40	11.05***	3,97
- degree of frequency in neighbourhood	2.00	2.13	3.00	3.50	8.28***	3,98

Table 6C

Attitudes and Estimated Proficiency in French[a]

	English	Greek	Far-East	Other	F ratio	df
- likes to speak French	3.42	4.46	4.50	4.40	5.61**	3,99
- degree of comfort	3.68	4.37	3.70	4.20	3.46*	3,99
- degree of fluency	3.89	4.17	3.40	3.95	2.00	3,99

* $p < .05$
** $p < .01$
*** $p < .001$

[a]Scores joined by a solid line differ significantly from one another whereas scores joined by a broken line do not differ significantly according to the Newman-Keuls Multiple Comparison Test.

Table 7A

Extra-Curricular Use of English
According to Group Membership[a]

	AC	FR	IM	F ratio	df
(1) Interpersonal contacts					
- with friends	2.84	3.63	4.76	64.45***	2,286
- with family	2.57	3.14	4.75	125.06***	2,286
- with strangers	2.66	3.20	3.55	9.58***	2,285
- with sales people	2.82	3.51	3.74	12.84***	2,286
- with drivers	2.51	3.16	3.55	11.50***	2,285
- in restaurants	2.89	3.55	4.12	21.40***	2,286
- on the telephone	2.48	3.31	4.06	35.48***	2,286
(2) Types of media					
- television	3.68	4.10	4.65	29.50***	2,286
- radio	3.23	3.84	4.56	29.71***	2,286
- reading	3.05	3.45	4.45	37.96***	2,286
- movies	N.A.	N.A.	N.A.		

Table 7B

Use of English by Others Outside School[a]

	AC	FR	IM	F ratio	df
- proficiency of father	N.A.	N.A.	N.A.		
- proficiency of mother	N.A.	N.A.	N.A.		
- degree of frequency in neighbourhood	3.68	4.12	4.07	3.43*	2,285

Table 7C

Attitudes and Estimated Proficiency in English[a]

	AC	FR	IM	F ratio	df
- likes to speak English	4.32	4.43	4.92	17.02***	2,286
- degree of comfort	3.82	4.39	4.92	31.99***	2,286
- degree of fluency	3.66	4.21	4.92	38.36***	2,286

* $p < .05$
** $p < .01$
*** $p < .001$

N.A. no information available

[a]Scores joined by a line differ significantly from one another according to the Newman-Keuls Multiple Comparison Test.

Table 8

Use of French and English as Reported in the Diary[a]

	French			English			French and English		
	AC	FR	IM	AC	FR	IM	AC	FR	IM
Homework	97	88	7	0	1	17	3	10	76
Reading	69	56	3	12	17	82	8	22	16
Television	19	12	1	19	36	79	62	52	20
Radio	38	13	1	31	55	91	23	23	8
Records	12	9	0	50	62	89	12	17	11
Movies	9	5	6	45	55	94	27	15	0
Sports	61	35	1	11	46	78	17	12	21
Music/Dance	0	18	8	33	27	76	0	9	12
Workshops	60	6	7	0	29	71	20	0	21
Clubs	20	12	0	40	25	62	0	0	38
Meeting friends	53	22	5	35	43	85	6	25	11
Shopping	53	22	6	18	27	76	18	15	18

[a]Each value shown represents the percentage of students according to group membership. Within the same group the percentage of students performing a given activity may not add up to 100 since not all students participated in every activity.

Table 9

Use of a Language Other than French and English as Reported in the Diary[a]

	AC	FR	IM
Homework	5	17	0
Reading	19	13	0
Television	8	8	0
Radio	8	19	0
Records	33	25	0
Movies	18	25	0
Sports	11	6	0
Music/Dance	67	45	4
Workshops	20	65	0
Clubs	40	62	0
Meeting Friends	6	10	0
Shopping	12	37	0

[a]In each case, the value shown represents the percentage of students according to group membership.